



Sample assessment task	
Year level	5
Learning area	English
Subject	Speaking and Listening
Title of task	Goldilocks – innocent or guilty?
Task details	
Description of task	Students will develop an argument which they will present to the class on whether Goldilocks is an ‘innocent, lost little girl’ or an ‘accomplished burglar’. They will present a particular view-point from the text, <i>Goldilocks and the Three Bears</i> , and put forward their perspective. Students will respond to statements made by another student.
Type of assessment	Summative
Purpose of assessment	To assess students’ spoken interactions, and how they use volume, pitch and pace to enhance their presentation, as well as their listening skills when responding to others.
Assessment strategy	Performance
Evidence to be collected	Presentation of an argument
Suggested time	Two x 50 minute lessons
Content description	
Content from the Western Australian Curriculum	<p><u>Language</u> <i>Language for interaction</i> Understand how to move beyond making bare assertions and take account of differing perspectives and points of view</p> <p><u>Literature</u> <i>Responding to literature</i> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p> <p><u>Literacy</u> <i>Interacting with others</i> Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements</p>
Task preparation	
Prior learning	<p>Students have had the opportunity to discuss differing perspectives and viewpoints across a range of texts. They are familiar with developing arguments based on their perspective and explored persuasive techniques when engaging in informal debates and discussions with peers. Students have had experience delivering oral presentations to the class.</p> <p>Students may have watched, analysed and discussed examples of online debates or mock trials and the different spoken interactions observed. Examples are suggested below.</p> <ul style="list-style-type: none"> • <i>Debating Championships</i>: http://www.abc.net.au/btn/story/s4239961.htm • <i>Year 5 Demonstration Debate</i>: https://www.debatingsa.com.au/year-5-demonstration-debate/

	<ul style="list-style-type: none"> Year 5&6 Debating Challenge: https://www.artsunit.nsw.edu.au/speaking-competitions/debating/years-56-debating-challenge-0
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	This is an in-class assessment.
Resources	<ul style="list-style-type: none"> <i>Goldilocks and the Three Bears</i> book Display board (whiteboard, digital screen, poster paper)

Instructions for teacher

Lesson One

1. Prior to reading, engage the class in discussion regarding what they know about the story *Goldilocks and the three Bears*. Ask students if they think a crime was committed?
2. Read the story to the class and then facilitate discussion on whether they believe she was an 'innocent, lost little girl' or an 'accomplished burglar'.
3. Review and brainstorm the events and place these on the board for students to refer to later.
4. Engage students in watching online debates (see prior learning) and encourage analysis of the different spoken interactions observed. Students should be encouraged to consider how spoken interactions, such as tone, volume and pace, are used to emphasise information.

Lesson Two

1. Review the two perspectives of the argument, as introduced in the previous lesson, 'innocent, lost little girl' or an 'accomplished burglar'.
2. Students make the decision as to which side of the argument they will write from. They develop an argument which they will present to the class, in order to convince others of their point of view, based upon the events represented in the text. Encourage students to consider the purpose for which they are writing and the type of language most appropriate for the task.
3. Students draft their argument as a written text.
4. Provide students with an opportunity to rehearse their argument prior to presenting to the class. Remind them how they can use vocal (voice volume, tone, pitch, pace) and physical (gestures, facial expressions, use of the space, eye contact) conventions to enhance and emphasise their argument.

Lesson Three (Assessment)

1. Students deliver their talk individually to the class.
2. Allocate each student a partner to whom they will provide a written response. During their partner's talk, the student must listen carefully, taking notes so that they can respond to their argument.
3. After the presentations, students write their response to their partner and provide them with their feedback during a five minute partner-sharing session.

Instructions to students

1. You will consider the two perspectives of the argument as introduced by your teacher, 'innocent, lost little girl' or an 'accomplished burglar', and decide which side of the argument you agree with and will write from.
2. Develop your argument, which you will present to the class, in order to convince others of your point of view, based upon the events represented in the text.
3. Rehearse your argument. Remember to think about your speaking conventions to improve your argument.
4. Present your argument to the class.
5. You will be allocated a partner to whom you will provide a written response. During your partner's presentation, you must listen carefully, taking notes so that you can respond to the argument.
6. Write your response to your partner and provide them with your feedback during a five minute partner sharing session.

Sample marking key	
Description	Marks/Observations
Argument	
Develops a strong oral argument using specific examples from the text and effective persuasive devices to strengthen the argument according to the chosen perspective.	
Develops an oral argument using examples from the text and some persuasive language to support the chosen perspective.	
Develops a simple oral argument using little supporting evidence and/or persuasive language.	
Subtotal	
Description	Marks/Observations
Presentation	
Effectively engages and purposefully caters the argument specific to the audience through the use of a variety of communication skills.	
Adjusts presentation, considering and engaging with the audience through the use of some verbal and non-verbal communication skills.	
Little to no consideration of, and engagement with, the audience through the use of verbal and non-verbal communication skills.	
Subtotal	
Description	Marks/Observations
Response (Listening)	
Considers partner's argument and perspective to provide a detailed response and relevant feedback.	
Responds to specific examples from partner's presentation.	
Provides partner with a simple response.	
Subtotal	
Total	